



FIDELITY CHECKLIST AND REFLECTION TOOL:

Transitioning a Student from a Self-Contained to a General Education Classroom

PURPOSE: This self-check will help you determine where your team is currently performing in regards to transitioning students with complex access needs for inclusion.

INSTRUCTIONS: Complete the [Transitioning a Student from a Self-Contained to a General Education Classroom training](#), and then complete this document to get the baseline for your team. As you move forward in your practice, use the Fidelity Checklist and Reflection Tool and the [Guide to Implementation](#) as tools to increase your team's fidelity in implementing the practices associated with transitioning a student with complex access needs for inclusion. Follow up with another team-assessment with the Fidelity Checklist and Reflection Tool every three months, or after every student transition, to document your progress.

In the course of your regular job performance, how often would you say you observe the following?

Date: _____

Transitioning a Student from a Self-Contained to a General Education Classroom	Not ever or rarely observed (0)	Occasionally observed (1)	Frequently observed (2)	Observed all the time (3)
1. The team had the support of the principal for the transition.				
2. A team member met with the student's family, explained the benefits of inclusive education, and addressed the family's concerns.				
3. The team participated in professional development specific to their/the student's needs.				
4. The team held a discussion regarding their concerns and resource needs prior to the transition.				
5. The team led the creation or revision of the student's Individualized Education Program (IEP) to reflect placement in a general education classroom.				
6. The team worked to ensure that the classroom was accessible to the student given their unique needs.				
7. The team worked together to order needed equipment, adapted materials, and assistive technology.				
8. A team member accompanied the student on a visit to the new classroom/school.				
9. The school administrator and all team members worked to schedule regular, common planning time.				
10. The team worked with the general educator to do a welcoming activity for the new student.				
11. The team held a meeting after the student's first week of being in a general education classroom to highlight successes and problem solve challenges.				
12. A team member contacted the family to get their feedback on the first week of inclusion and to address any concerns.				
Add up all points above to determine your current fidelity score:				

Comments/Discussion: What active steps can you take to increase your fidelity moving forward?

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